

BHPS STRATEGIC GOALS 2024 - 2026

GOAL 1: BHPS Learning

Improved Student Achievement with an emphasis on Literacy and Mathematics.

- 1.1 Respond to and Implement National Curriculum changes, including the Reading, Writing and Maths mandate.
- 1.2 Create a sense of belonging and hauora that supports and encourages socially capable students, through the implementation of Mitey, and support staff well-being.
- 1.3 Deliver an effective learning programme that meets the needs of our diverse learners, with an emphasis on Trauma Informed, and Culturally Sustaining practices.

GOAL 2: BHPS Culture

To create student success through a strong sense of Cultural Identity, Belonging, and Connection, valuing the diversity of culture and need within our BHPS community.

- 2.1 Promote and support excellence and equity for diverse learners, in particular Māori and Pasifika.
- 2.2 Continue to weave Te Reo, Te Ao and Tikanga Māori visibly and authentically into school learning programmes and across our Kura.
- 2.3 Recognise, support and celebrate the diverse range of cultural backgrounds at BHPS, providing opportunities for cultural learning experiences for students and whānau.
- 2.4 Foster a developing relationship with Tangata Whenua to ensure we can reflect their aspirations for our kura, giving effect to enacting Te Tiriti o Waitangi and its principles in our curriculum.

GOAL 3: BHPS Community

A cohesive school and community partnership fosters a strong sense of connection, pride and belonging.

- 3.1 Parents, Whānau and the community feel a sense of welcome, are engaged in supporting the learning of their tamariki and take part in the wider activities of the school.
- 3.2 Students and staff are provided with personal and professional growth opportunities.
- 3.3 Community feedback is sought and responded to in multiple ways to enhance relationships between the school and community.

The PLANNING AND REPORTING Process utilising the BHPS INQUIRY

Bring It	Handle It	Process It	Share It
			
<p>At Beach Haven, to BRING it means that as Students, Staff and a Community we; <i>Gather together, wonder about and discuss our direction, research our options, and discuss and question our plan.</i></p> <p>HOW OUR PLAN WAS CREATED:</p> <p>To create our Strategic Plan the BHPS Board of Trustees used information from our Annual Consultation Evenings, End of year and Middle of year achievement data, Hui, Fono, and Surveys (including the Inclusive Practices Survey, and Mitey feedback).</p>	<p>At Beach Haven, to HANDLE it means that as Students, Staff and a Community we; <i>Investigate our options, redefine our plans, organise our ideas and decide our actions.</i></p> <p>HOW WE DETERMINED PRIORITIES:</p> <p>This part of the process included compiling the information and working alongside SLT to look at where we are, where we want to be and the pathways to get there.</p>	<p>At Beach Haven, to PROCESS it means that as Students, Staff and a Community we use data to; <i>Work on our plans, design and action the next steps, and increase our understanding.</i></p> <p>HOW THE DATA WAS USED:</p> <p>This involved shifting through the various data, aligning it with the Ministry of Education and Government Policies and priorities (NELP's/Ka Hikitia/Pasifika Plan...)</p>	<p>At Beach Haven, to SHARE it means as Students, Staff and a Community we; <i>Celebrate our successes, reflect on and review our progress and redefine our priorities</i></p> <p>HOW THE DRAFT AND FINAL WILL BE SHARED:</p> <p>Compile a draft for the Annual Consultation Hui, and after changes, publish on our website and to MOE</p>

Alignment to the Government's Educational Priorities

The Minister's education priorities

The Government has set two targets for education as part of its nine government targets to help improve the lives of New Zealanders:

Target One: increased student attendance: 80% of students are present for more than 90% of the term by December 2030.

Target Two: more students at expected curriculum levels: 80% of Year 8 students at or above the expected curriculum level for their age in reading, writing and maths by December 2030.

<p>Priority One - Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning.</p>	<p>Priority Three - Smarter assessment and reporting: Implementing consistent modes of monitoring student progress and achievement</p>	<p>Priority Five - Stronger learning support: Targeting effective learning support interventions for children with additional needs</p>
<p>Priority Two: - Better approach to literacy BC Ty and numeracy: Implementing</p>	<p>Priority Four - Improved teacher training: Developing the workforce of the future,</p>	<p>Priority Six:- Greater use of data: Using high-performing data and evidence to inform decision-making.</p>

evidence-based instruction in early literacy and maths.

including leadership development pathways.

STRATEGIC and ANNUAL GOAL SUMMARY

Strategic Goal	One:	Two:	Three:
Annual Target	Improved Student Achievement with an emphasis on Literacy and Mathematics.	To create student success through a strong sense of cultural identity, belonging, and connection, valuing the diversity of culture and needs within our BHPS community.	A cohesive school and community partnership that fosters a strong sense of connection, pride and belonging
What we expect to see by the end of the year	During 2026 we will consolidate structured literacy and mathematics curriculum implementation with a focus on addressing identified achievement gaps for Māori students in mathematics, boys in writing, and Phase 1 foundational learning. We will strengthen attendance interventions while maintaining our commitment to student and staff hauora through Mitey and enhanced wellbeing supports.	Throughout 2026, we will maintain and deepen our commitment to Te Tiriti o Waitangi and culturally sustaining pedagogies, with urgent focus on Māori mathematics achievement, strengthened iwi partnerships, and authentic whānau engagement. We will expand community connections to local context and history while celebrating the diversity that makes our school community strong.	We will enhance authentic partnerships through local curriculum development that reflects our Beach Haven context, expanded environmental learning initiatives, including mara kai development, and strengthened pathways for whānau engagement in learning. Digital technology will be approached with balance, emphasising online safety and critical thinking alongside skill development.
	By year's end, we will see measurable improvement in Māori mathematics achievement (minimum 5 percentage points from 48% baseline), a narrowed gender gap in boys' writing (minimum 3 percentage points), and strengthened Phase 1 foundations preventing achievement drops. Chronic absence will be reduced from 26 to fewer than 20 students. Structured literacy and mathematics will be implemented with fidelity. Student and staff well-being will be enhanced through deepened Mitey implementation and realistic workload management during curriculum consolidation.	By year's end, we will see strengthened Te Tiriti commitment evident through maintained Level 4 funding for all classes, Māori mathematics achievement improving through culturally grounded interventions, and formalised iwi partnership with regular hui. Te reo, tikanga, and mātauranga Māori will be naturally integrated across all learning. Pasifika success will be maintained. Cultural celebrations will be authentic and environmentally conscious. All students will demonstrate cultural pride and understanding.	By year's end, we will see expanded mara kai operational and supporting food security, environmental learning embedded through local curriculum, and students connected to Beach Haven history and place. Digital technology will be used purposefully with a strong understanding of online safety. Whānau engagement will increase (25% more at learning events), progress communication will be clear, and community voice will actively shape school direction. Student leadership opportunities will expand.

Whole School Annual Implementation Plan - Year 3 (2026)

Strategic Goal 1:	Improved Student achievement with an emphasis on Literacy and Mathematics	
Annual Target - Goal 1:	<p>By year's end, we will see measurable improvement in Māori mathematics achievement (minimum 5 percentage points from 48% baseline), a narrowed gender gap in boys' writing (minimum 3 percentage points), and strengthened Phase 1 foundations preventing achievement drops.</p> <p>Chronic absence will be reduced from 26 to fewer than 20 students. Structured literacy and mathematics will be implemented with fidelity. Student and staff well-being will be enhanced through deepened Mitey implementation and realistic workload management during curriculum consolidation.</p>	
Govt Priority:	1, 2, 3, 4, 5, 6	
Links to Educational Requirements:	<p>One Hour a day https://newzealandcurriculum.tahurangi.education.govt.nz/5637194830.p?activeTab=tab:5 Te Mātaiaho and the Common Practice Model https://curriculumrefresh.education.govt.nz/te-mataiaho Kahikitia https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/ Action Plan For Pacific Education https://www.education.govt.nz/our-work/overall-strategies-and-policies/action-plan-for-pacific-education/ Attendance and Engagement Strategy https://www.education.govt.nz/our-work/overall-strategies-and-policies/attendance-and-engagement-strategy/</p>	
Strategic Outcomes:	Measurement of Success - what we expect to see:	
<p>1.1 Curriculum, Mandate, and Assessment Implementation</p> <ul style="list-style-type: none"> ● 2026 Outcome: <p>Consolidate implementation of structured literacy practices and mathematics curriculum with fidelity across all year levels, while implementing urgent interventions to address specific achievement gaps identified in 2025 data.</p> <ul style="list-style-type: none"> ● Key Additions: <ul style="list-style-type: none"> ○ Structured Literacy Practices: <p>All staff implement structured literacy approaches with fidelity, including explicit, systematic phonics instruction, vocabulary development, and</p>	<p>1.1 Measurement of Success:</p> <ul style="list-style-type: none"> ● Implementation: ● 100% of teachers incorporate structured literacy and mathematics with fidelity, evidenced by planning documents, classroom observations, and feedback ● Curriculum documentation reflects integration of structured literacy and mathematics changes, aligned with NZC refresh ● Regular fidelity checks through walkthroughs, peer observations, and Team Leader support <p>Teacher Confidence:</p>	

comprehension strategies

The Code implementation - building on BSLA foundations across all year levels

Review structured literacy implementation.

CRITICAL focus on Phase 1 (Years 0-3) fidelity to prevent foundational gaps identified in 2025 data (Māori: 63% Reading, 54% Writing, 49% Math; Boys: Reading 74% to 65%, Writing 66% to 60%)

Enhanced support for students with additional learning needs through Universal Design for Learning principles and systematic assessment-based instruction

○ **Mathematics Curriculum Changes:**

Consolidate a refreshed mathematics curriculum emphasising problem-solving, reasoning, and number sense, aligned with government priorities and evidence-based practices

Undertake a Māori student achievement mathematics inquiry

Boys' writing innovation through expanded writing definitions (digital, multimodal, project-based), high-interest topics and authentic purposes, etc

Mathematics fluency components integrated with DMIC pedagogy (with RTLB support), building on exceptional Pasifika success

• Replicate strategies from Pasifika mathematics achievement (71%, +11% from 2024) and girls' writing approaches (80%, +8% from 2024)

○ **Assessment and Reporting**

Twice-yearly assessment Years 3–8 in Reading, Writing, and Mathematics using an agreed schoolwide tool (e.g. SMART, PAT, or equivalent) aligned with the refreshed curriculum.

Use of Progress Markers and Progress Descriptors (Emerging, Developing, Consolidating, Proficient, Exceeding) for all progress and achievement judgements.

All reports to whānau include the four Tahurangi components: Progress

- Staff confidence in delivering structured literacy and updated mathematics approaches increases from 2025 as measured by professional development evaluations and the Matrix

Student Progress:

- Assessment data show consistent improvement across all year levels in phonics, reading comprehension, and numeracy benchmarks
- Māori mathematics: Minimum 5 percentage point improvement from 48% baseline, with qualitative evidence of increased engagement
- Boys' writing: Narrow the gender gap by a minimum 3 percentage points from the current 20-point gap
- Phase 1 Māori: Improvement in all areas from 2025 baseline (63% Reading, 54% Writing, 49% Math), targeting 60%+ in Writing and Mathematics
- Phase 1 Boys: Prevent achievement drop pattern evident in 2025 data, maintaining or improving mid-year achievement levels
- Overall achievement: Maintain or improve 2025 end-of-year results (77% Reading, 70% Writing, 73% Mathematics) with a focus on equity of outcomes

Assessment and Reporting

- 100% of teachers trained in the chosen twice-yearly assessment tool and Progress Markers/Descriptors.
- Twice-yearly Reading, Writing, Mathematics assessments completed for all Years 3–8 within agreed assessment windows.
- Phonics Checks (or equivalent approved phonics monitoring) are administered for all Years 0–2 at required checkpoints and used to plan Tier 1–3 support.
- 100% of reports from Term 2 2026 include the four Tahurangi components.
- Moderation processes in place; Progress Descriptor use is consistent and accurate across teams.
- Whānau survey: at least 85% report that they clearly understand their child's progress and next steps.

What We Expect to See:

- Students demonstrating stronger foundational literacy skills, including improved decoding, fluency, and comprehension

Descriptor, visual progress over time, a brief narrative explaining the judgement, and next learning steps, including how whānau can help. Professional learning to build assessment literacy in the chosen tools and in using Progress Markers/Descriptors and plain-language reporting.

1.2 Student and Staff Wellbeing

- **2026 Outcome:**

Deepen Mitey programme implementation with measurable impact on student social-emotional competencies. Staff wellbeing will be prioritised through enhanced pastoral care, manageable workload expectations during curriculum consolidation, and professional learning that builds capability without overwhelming. The school will address the correlation between increased behaviour/SEN support needs in Phase 1 and achievement outcomes through trauma-informed, culturally responsive approaches. Strengthen SENCO systems and family engagement. URGENT: Reduce chronic absenteeism through individualised, culturally responsive interventions addressing the increase from 57 to 65 students, with 90% being Māori or Pasifika.

- **Key Additions for 2026**

URGENT PRIORITY - Individualised Attendance Plans: Developed in Term 1 for all students identified as chronically absent, differentiating approaches for health-related absence, engagement/behavioural issues, whānau circumstances, and cultural disconnection

- **Early Intervention:** Immediate action when attendance drops to 10-15%, preventing progression to chronic absence
- **Māori and Pasifika-Specific Strategies:** Co-designed with whānau to address systemic barriers and develop culturally appropriate solutions, recognising that 90% of severely absent students are Māori or Pasifika
- **STAR Programme Implementation:** Implement the STAR attendance programme, monitoring to identify what works for whom and adapting accordingly
- **Partnership with External Agencies:** Strengthen collaboration with health services, attendance providers, and social services to address root causes

- In mathematics, students display improved problem-solving skills and deeper conceptual understanding of number sense and operations
- Māori students showing increased mathematics engagement, confidence, and cultural connection through visible participation and student voice
- Boys producing diverse, engaging writing samples across multiple forms (digital, physical, multimodal) with increased motivation
- Consistent, high-quality structured literacy instruction is evident across all Phase 1 classrooms
- Strong foundation skills are evident in Phase 1 assessment data, particularly for previously identified at-risk groups
- Cohesive alignment between assessment, planning, and reporting, reflecting curriculum expectations and targeted interventions
- Teachers confidently using twice-yearly assessment and phonics data to differentiate teaching and target Māori mathematics, boys' writing, and Phase 1 foundations.
- Earlier identification of students not meeting Progress Markers, with timely intervention and fewer new gaps emerging.
- Whānau reporting “no surprises” at reporting times about their child’s achievement.

1.2 Measurement of Success:

Mitey Programme:

- Participation and impact tracked through surveys and wellbeing assessments, showing a measurable increase in resilience and emotional literacy among students
- Reduction in behaviour referrals and increased engagement visible through behavioural data and student voice surveys

Staff Wellbeing:

- Staff wellbeing survey shows improvement in satisfaction with workload balance, pastoral care systems, and professional learning approaches (targeting 80% positive responses)
- Teachers report feeling supported during curriculum consolidation with manageable expectations

Student Attendance:

- **Chronic Absence (>30%):** Reduce from 26 students to fewer than

beyond school control (poverty, housing, health access)

- Catch-Up Support: Provide systematic catch-up support for students returning from extended absences to prevent cumulative learning loss (2025 data shows 100% of students with >30% absence below expectations)
- Celebration and Recognition: Acknowledge and celebrate attendance improvements to build a positive culture
- Staff Wellbeing as Priority: Recognition that teachers are managing consolidation of structured literacy, mathematics curriculum, DMIC, culturally responsive pedagogy, trauma-informed practice, and comprehensive pastoral care. Provide realistic expectations, adequate preparation time, and support structures responding to community feedback
- Mitey Programme Deepening: Move from implementation to impact measurement, with clear data on student resilience, emotional literacy, and wellbeing improvements
- Behaviour and Self-Regulation Support: Address the correlation identified in 2025 data between Phase 1 boys' behaviour/self-regulation needs and achievement outcomes through increased support and targeted interventions
- SENCO System Strengthening: Enhanced support for students with additional learning needs, early intervention, and family engagement, recognising the increasing complexity of student needs post-COVID

20 students, with zero students in this category achieving Below expectations

- Moderate Absence (20-30%): Reduce from 39 students to fewer than 30 students
- Equity in Attendance: Reduction in the disproportionate representation of Māori and Pasifika students in absence data, currently at 90% of chronically absent students
- Regression Prevention: Fewer than 5% of students showing learning regression, with all regression cases having attendance intervention plans in place
- Overall attendance rates sustained or improved above 90% for most students, with fewer than 5% requiring additional intensive attendance interventions
- Whānau Engagement: Increased whānau participation in attendance planning and solution co-design

What We Expect to See:

- Individual attendance plans in place for all identified students by end of Term 1
- Measurable improvement in attendance patterns for previously chronically absent students
- Whānau reporting that attendance support feels culturally appropriate and addresses their actual barriers
- Successful partnerships with external agencies supporting families with systemic barriers
- Students returning from absence receive effective catch-up support with visible learning progress
- Reduction in student referrals for emotional or behavioural concerns, particularly in Phase 1
- Increased whānau engagement in wellbeing initiatives and attendance support
- Students demonstrating increased social-emotional competencies in classroom interactions
- Teachers reporting manageable workload and adequate support during curriculum consolidation
- Effective early intervention preventing escalation of behaviour and learning challenges
- Strong collaborative relationships between teachers, SENCO, whānau, and external agencies

1.3 Achievement and Pedagogical Practices

- **2026 Outcome:**

Maintain overall achievement gains from 2025 (77% Reading, 70% Writing, 73% Mathematics) while urgently addressing equity gaps.

85% or more of students will achieve At or Above in Reading, Writing, and Mathematics, with accelerated progress for students previously identified as below expectations.

Diverse learners are fully supported through targeted Tier 1-3 interventions, resulting in measurable progress in identified areas.

Culturally responsive and sustaining pedagogies are consistently embedded across the school, alongside trauma-informed practices that support holistic student development.

Achievement data will show narrowing gaps for Māori students (especially mathematics), boys (especially writing), and Phase 1 learners.

KEY FOCUS AREAS 2026:

Targeted Tier 1-3 Interventions: Strengthened collaboration between MST, LST, KMPST, and SENCO, focusing on accelerating achievement for Māori, Pasifika, and other at-risk students

- Culturally Responsive and Sustaining Pedagogies: Consistently embedded in at least 90% of classrooms with particular focus on mathematics teaching for Māori learners

- Trauma-Informed Practices: Address increased behaviour and SEN support needs, especially in Phase 1, supporting holistic student development

- Equity Focus: Urgent attention to closing gaps for Māori mathematics (48%), boys' writing (20-point gender gap), and Phase 1 foundational learning

- Maintain Successful Approaches: Continue deepening structured literacy, DMIC for Pasifika learners, and culturally sustaining pedagogy that produced 2025 gains

1.3 Measurement of Success:

Achievement Data:

- End-of-year achievement data shows 85% or more of students meeting or exceeding benchmarks in Reading, Writing, and Mathematics (up from 77%, 70%, 73%)
- Māori Students: Mathematics minimum +5 from 48% baseline; maintain/improve Reading 61% and Writing 50%
- Pasifika Students: Maintain or improve exceptional 2025 results (71% Reading, 65% Writing, 71% Mathematics)
- Boys: Writing improvement minimum +3, narrowing 20-point gender gap; maintain Mathematics achievement
- Girls: Investigate and address Reading decline (75% to 69%); maintain exceptional Writing 80%
- Phase 1 Māori: Improvement across all areas from 2025 baseline toward 60%+ in Writing and Mathematics
- Phase 1 Boys: Prevent achievement drop pattern, maintain or improve mid-year levels

Interventions:

- Progress tracking for Tier 1-3 interventions demonstrates at least one year's growth for students involved
- Acceleration stories show measurable progress for Māori and Pasifika target learners
- Early intervention in Phase 1 (Years 0-3) prevents achievement gaps from forming

Cultural Responsiveness:

- Teacher professional growth cycles and lesson observations confirm that culturally responsive practices are embedded in at least 90% of classrooms
- Evidence of mātauranga Māori integration is visible in mathematics teaching and planning

Trauma-Informed Practices:

- Decreased behaviour referrals, particularly for Phase 1 boys
- Increased engagement observed through behavioural data and student voice surveys
- Correlation between behaviour support and achievement

improvements documented

What We Expect to See:

- Improved equity in outcomes for priority learners, including Māori, Pasifika, and students with additional learning needs
- Targeted intervention data showing accelerated progress for identified groups
- Whānau feedback indicating increased mathematics engagement and confidence for Māori learners
- Diverse, engaging writing samples from boys demonstrating multiple forms and increased motivation
- Consistent, high-quality structured literacy instruction across Phase 1 classrooms
- Strong foundation skills evident in Phase 1 assessment data, particularly for previously identified at-risk groups
- Mathematics teaching incorporating mātauranga Māori, cultural contexts, and real-world perspectives
- Teachers confidently integrating cultural knowledge and perspectives across all curriculum areas

Senior Leadership Team Implementation Plan: ALL GOALS 2026 (aligned with Government Educational Priorities)

Actions:

Evidence of Success: MoY

1. Student Achievement, Well-being, and Curriculum Implementation (Aligns with **Student Achievement, Quality Teaching, and Well-being**)

- Strengthen teaching and learning: Protect daily 1 hour blocks of Reading, Writing, and Maths across the school, with a strong focus on consistent number knowledge and fluency in Years 0–3, and embed MITEY lessons with a clear culture of care supported by collaborative planning.

2. Cultural Responsiveness and Community Engagement (Aligns with **Cultural Responsiveness, Well-being, and**

1.

2.

<p>Student Engagement)</p> <ul style="list-style-type: none"> Support target learners and wellbeing: Hold regular LTF conversations focused on target and at-risk learners, strengthen systems for tracking pastoral care needs, keep Team Leaders informed, and work in genuine partnership with whānau. <p>3. Leadership, Professional Growth, and Systemic Improvement (Aligns with Quality Teaching, Systemic Improvement, and Professional Learning and Development)</p> <ul style="list-style-type: none"> Build teacher capability and consistency: Provide targeted PLD in The Code/BSLA and DMIC for new staff, maintain termly SWIVL recordings with reflective coaching conversations, and implement consistent school-wide literacy and numeracy moderation. 	<p>3.</p>
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<p>Annual Goal One - Team Implementation Plan</p>	
<p>Pohutukawa Team - Year 1-3</p>	
<p>Actions:</p>	<p>Evidence of Success: MoY</p>
<p>Annual Target One: Team Actions: 1.1 - Large focus on number knowledge/fluency across Years 0-3. Daily targeted lessons to support all ākonga. - 1 hour of Reading, Writing, and Maths is planned for and implemented daily. 1.2 - MITEY lessons are evident in planning and a clear culture of care in every classroom.</p>	<p>1:1 - 1:2 - 1:3</p>

1.3 - All new staff are receiving PLD in The Code/BSLA, DMIC.

- Termly SWIVLS and post-conversations to continue upskilling, reflecting on teacher practice and receiving support/feedback.

Team Leader Actions:

1.1 - Walk-throughs ensuring number fluency lessons are evident and effective for that year level.

1.1

- Checking teachers' planning to ensure curriculum coverage and the mandate is being met.

1.2 -

1.2 - Clear overview of assessments, reporting deadlines, so teachers feel well-prepared and supported.

1.3 -

1.3 - Supporting new staff and existing staff in areas they wish to develop through observations, readings, LTFs.

Totara Team - Years 4-6

Actions:

Evidence of Success: MoY/EoY

Team Actions:

1.1 - Consistent moderation across literacy to build confidence in delivering National Curriculum changes in literacy. And numeracy.

1:1 -

1:2 -

1:3 -

1.2 - Collaborative planning opportunities amongst year levels to deliver MITEY lessons that enhance students' wellbeing.

1.3 - Regular LTF conversations focused on target learners in team meetings. Tracking at-risk pastoral care students and keeping Team Leaders informed. Working in partnership with whānau to support learners.

<p>Team Leader Actions:</p> <p>1.1 - Locating time during the LTF process to incorporate moderation.</p> <p>1.2 - Review team planning regularly to ensure the Teachers are incorporating hauora-based learning into their classrooms.</p> <p>1.3 - Monitor interventions that have been chosen as a result of LTFs by tracking evidence provided by Teachers to ensure that it is meeting the needs of diverse learners.</p>	<p>1:1 -</p> <p>1:2 -</p> <p>1:3 -</p>
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Support Teachers and Improvement Teams

<p>Actions:</p>	<p>Evidence of Success: MoY/EoY</p>
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<p>LST</p> <p>1.1 - Coach and model effective, evidence-based literacy practices (including The Code/BSLA) to strengthen classroom teaching.</p> <p>1.2 - Support consistent literacy assessment, moderation, and use of data to inform responsive teaching and interventions.</p> <p>1.3 - Work alongside teachers to ensure literacy teaching supports learner confidence, engagement, and wellbeing.</p>	<p>1.1.</p> <p>1.2 -</p> <p>1.3.</p>
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<p>MST</p> <p>1.1 Sustain DMIC pedagogy in alignment with the refreshed NZ Maths Curriculum.</p> <p>1.2 Support consistent mathematics assessment and moderation, using the data to guide responsive teaching and targeted interventions.</p>	<p>1.1 -.</p> <p>1.2 -</p> <p>1.3 -</p>
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1.3 Provide DMIC professional development and MST/ICS support for all, particularly new staff.

KMPST

1.1 - Continue with PD and ICS support for staff.

1.1 -

1.2- Support the MST team where needed to ensure high-quality and consistent delivery of DIMIC by teachers,. Review and benchmark against other recognised assessment tools where needed. Observations to support teachers in effectively delivering lessons that enhance student learning

1.3 - Possible Assessment Bias PLD with MAC to ensure assessment processes are accurate and equitable.

1.4- Regularly monitor students at risk through KMPS Tracking sheet, and provide robust support for their learning.

1.5 -Sharing of data twice yearly (MID, EOY) with SLT, termly with TL.

1.6 -Each terms attendance tracked and recorded (HERO & KMPS tracking platforms) - *early conversations* with office and teachers about any red flags and what can be done to support whānau/tāmariki. Work closely with Dan Brady and his team from NAISS - Te Waka Teina.

1.7 - children who aren't progressing/accelerating as they should have been flagged earlier, conversations with teacher, TL & KMPST to be held to discuss urgent next steps.

<p>Curriculum Team 1.1 /1:3</p> <ul style="list-style-type: none"> - Trialling the draft curricula in Term 1 and collecting feedback from all staff which will be collated and submitted to the Government before the April deadline. - Created a suggested timetable for Phase 1 and Phase 2 to assist teachers in fitting the mandated 5 hours of Maths & 10 hours Literacy + the recommended allocated times for the other curriculum areas. 		1.1 - 1:3 -	
<p>Strategic Goal 2:</p> <p>Includes the knowledge and practices of each learning area</p>	<p>Overview for Term 1 that includes the knowledge and practices of each learning area</p>	1.1 -	<p>through a strong sense of cultural identity, belonging, and connection, valuing the diversity within our BHPS community</p>
<p>Annual Target Goal 2:</p> <p>1:3 - Formed a Curriculum Team for 2026 that consists of sub-groups, so teachers are able to focus on particular curriculum areas, both as part of the trial and to support implementation of the proposed updated curricula and better integrate it into our BHPS being. This will include consideration of Māori and te reo Maori.</p>	<p>1.1 - Integrated Inquiry planning 2026, we will maintain and deepen our commitment to Te Tiriti o Waitangi and culturally sustaining pedagogy, with a particular focus on Māori mathematics achievement, strengthened iwi partnerships, and authentic whānau engagement. We will expand community connections to local context and history while celebrating the diversity that makes our community strong.</p>	1.1 -	<p>through a strong sense of cultural identity, belonging, and connection, valuing the diversity within our BHPS community</p>
<p>Government Priority:</p> <p>Links to</p>	<p>1.2 - 3.4 - 5.6</p>	1.1 -	<p>through a strong sense of cultural identity, belonging, and connection, valuing the diversity within our BHPS community</p>
<p>Educational Digital Team Requirements:</p> <p>1.1 - Form a digital team to support teachers in using digital tech that supports the core curriculum areas.</p>	<p>1.1 - Form a digital team to support teachers in using digital tech that supports the core curriculum areas.</p>	1.1 -	<p>through a strong sense of cultural identity, belonging, and connection, valuing the diversity within our BHPS community</p>
<p>Strategic Outcomes:</p> <p>1.1 - Form a digital team to support teachers in using digital tech that supports the core curriculum areas.</p>	<p>1.1 - Form a digital team to support teachers in using digital tech that supports the core curriculum areas.</p>	1.1 -	<p>through a strong sense of cultural identity, belonging, and connection, valuing the diversity within our BHPS community</p>
<p>2.1 Academic Achievement and Equity for Diverse Learners</p> <p>1.2 - Use Pulse 2026 Outcome</p>	<p>1.2 - Use Pulse 2026 Outcome</p>	1.1 -	<p>through a strong sense of cultural identity, belonging, and connection, valuing the diversity within our BHPS community</p>
<p>Community Team</p> <p>1.2 - Form a MITEY team to support teachers in deepening the integration of the MITEY programme throughout the curriculum</p> <p>identities, languages, and cultures, with particular attention to Māori integration in mathematics.</p>	<p>1.2 - Form a MITEY team to support teachers in deepening the integration of the MITEY programme throughout the curriculum</p> <p>identities, languages, and cultures, with particular attention to Māori integration in mathematics.</p>	1.2 -	<p>through a strong sense of cultural identity, belonging, and connection, valuing the diversity within our BHPS community</p>
	<p>Measurement - what we expect to see:</p> <p>2.1 Measurement of Success:</p> <ul style="list-style-type: none"> • Māori Mathematics: Minimum 5 percentage point improvement from 48% baseline, with qualitative evidence of increased engagement, confidence, and cultural connection in mathematics learning. • Pasifika Achievement: Maintain or improve strong 2025 results (71% Reading, 65% Writing, 71% Mathematics), continuing upward trajectory. • Māori Literacy: Build on 2025 gains (61% Reading +8%, 50% Writing +10%), aiming for 65% Reading and 55% Writing. • Culturally Sustaining Pedagogy: 95% of classroom observations 		

Key Focus Areas 2026

- **Māori Mathematics Achievement:** Comprehensive approach (including attendance analysis), review of cultural contextualization in mathematics teaching, integration of mātauranga Māori and Māori contexts, whānau consultation and co-design of solutions, and DMIC implementation review specifically for Māori learners.
- **Sustaining Pasifika Success:** Analyse and replicate the pedagogical approaches contributing to Pasifika students' exceptional achievement gains (Reading +30 points, Math +33 points over four years) to benefit all learners while maintaining this momentum.
- **Culturally Responsive Mathematics:** Strengthen the integration of cultural contexts, real-world applications, and mātauranga Māori perspectives in mathematics teaching across all year levels.
- **Enhanced Whānau Partnerships:** Deepen engagement with Māori and Pasifika whānau in learning design, goal-setting, and celebration of success, ensuring their voices actively shape teaching and learning approaches.
- **Teacher Capability:** Targeted professional learning on culturally responsive mathematics teaching, with a focus on mātauranga Māori integration and supporting Māori learners' mathematics identity and confidence.

2.2 Integration of Te Reo, Te Ao, and Tikanga Māori

- **2026 Outcome:**

Maintain and deepen the school's commitment to Te Tiriti o Waitangi, responding to strong community support for keeping Te Tiriti. Te Reo, Te Ao, and Tikanga Māori will be authentically integrated across all curriculum areas with consistency and depth. Most classes will achieve and maintain Level 4 funding. The school will honour its commitment to becoming even stronger in Te Tiriti implementation.

- **Key Focus Areas:**

- **Response to Community Voice:** Implement the strong community mandate to continue and strengthen Te Tiriti commitment, with 100% of consultation feedback supporting this direction. The Board's resolve to

demonstrate culturally responsive practices, including mātauranga Māori integration in mathematics.

- **Whānau Voice:** Whānau surveys indicate increased satisfaction with cultural responsiveness and partnership in learning (targeting 85% positive responses from Māori and Pasifika whānau).

What We Expect to See:

- Mathematics teaching incorporating mātauranga Māori, cultural contexts, and real-world Māori perspectives.
- Māori students expressing increased confidence and identity as mathematics learners through student voice.
- Whānau actively engaged in mathematics learning conversations and goal-setting.
- Continued exceptional achievement growth for Pasifika learners across all areas.
- Teachers confidently integrating cultural knowledge and perspectives across all curriculum areas.

2.2 Measurement of Success:

- Level 4 Funding: 100% of classes achieve and maintain Level 4 funding throughout 2026.
- Te Reo Māori Use: Daily, natural use of te reo Māori in all classrooms, evidenced by observations, student voice, and classroom environment.
- Curriculum Integration: Planning and teaching demonstrate meaningful mātauranga Māori integration across all learning areas, not just during Māori-focused events.
- Student Understanding: Student voice surveys show increased understanding and appreciation of te reo, tikanga, and mātauranga Māori, with students confidently using te reo in everyday contexts.
- Teacher Confidence: 90% of teachers report confidence in using te reo Māori and integrating tikanga and mātauranga Māori in their teaching.

"keep getting stronger in this each year" will be operationalised.

- Te Ao Māori as Everyday Practice: Move beyond celebration events to genuine embedding of te reo Māori, karakia, pepeha, tikanga, and kapa haka in daily routines and learning across all classrooms.
- Level 4 Maintenance: Ensure all classes maintain Level 4 funding through consistent, quality implementation rather than compliance-focused approaches.
- Mātauranga Māori Curriculum Integration: Deepen integration of Māori worldviews, knowledge, and perspectives across all learning areas, moving from surface to transformative approaches.
- Professional Learning: Ongoing, deepening PLD for all staff in te reo Māori, tikanga, and culturally sustaining pedagogy, building on 2025 foundations.

2.3 Celebrating and Supporting Diverse Cultural Backgrounds

- **2026 Outcome:**

Recognise, support, and celebrate the diverse cultural backgrounds within the school community through meaningful, authentic opportunities that honor all cultures. Cultural celebrations will be expanded while maintaining environmental consciousness (reducing plastic at events). Pasifika languages and cultures will have increased visibility. The school will maintain its reputation as a place where diversity and culture are what families "rave about."

- **Key Focus Areas:**

- Matariki Excellence: Continue and enhance the "amazing" Matariki celebrations that demonstrate whanaungatonga in action, with increased community and environmental focus and reduced plastic use.
- Pasifika Strengthening: Expand Pasifika activities, consider Pasifika breakfast programme, and increase visibility of Pasifika languages and cultures throughout the year, not just during language weeks.
- Cultural Celebration Events: Implement suggestion for cultural day where different cultures share food, performances, flags, and learning, extending pepeha learning and cultural understanding.

What We Expect to See:

- Te reo Māori, karakia, and waiata are naturally integrated into all classroom routines, not just special occasions.
- Curriculum units reflecting balanced Māori and diverse cultural perspectives across all learning areas.
- Students demonstrating cultural competence, pride in te ao Māori, and ability to use te reo confidently.
- Classroom environments visually and audibly reflecting te ao Māori through displays, language use, and cultural protocols.
- Strong participation in cultural events (Matariki, Te Wiki o te Reo Māori) that build on everyday practice rather than being isolated celebrations.

2.3 Measurement of Success:

- Cultural Events: Continue cultural celebrations (Matariki, Language Weeks, Cultural Day) with participation from 80%+ of families.
- Whānau Engagement: Increased attendance at cultural events and hui compared to 2025, with feedback indicating families feel their cultures are valued and celebrated.
- Curriculum Integration: Evidence of diverse cultural perspectives in curriculum planning, resources, and teaching approaches across all learning areas.
- Student Cultural Pride: Student voice surveys show increased cultural pride, understanding of diverse cultures, and sense of belonging (targeting 85% positive responses).
- Environmental Consciousness: Matariki and other cultural events demonstrate reduced plastic use and increased environmental focus, responding to community feedback.

What We Expect to See:

- High-quality, well-attended cultural celebrations that are meaningful and authentic, not tokenistic.
- Students demonstrating cultural understanding, respect, and

- **Language Weeks:** Maintain and enhance different cultural and language weeks with authentic whānau involvement and kupu o te wiki integration.
- **Inclusive Spaces:** Ensure all cultural groups have opportunities for voice, leadership, and celebration, with particular attention to ensuring Māori and Pasifika student voices are heard.

2.4 Partnership with Tangata Whenua and Effectiveness of Te Tiriti o Waitangi Implementation

2026 Outcome:

Continue to take meaningful steps toward identifying the appropriate iwi to partner with, overcoming existing barriers, and beginning to develop a relationship that will guide the integration of tangata whenua perspectives into the curriculum, ensuring alignment with Te Tiriti o Waitangi principles, and continue to work with MAC/MoE to work towards meeting this goal. This is an ongoing goal.

Key Focus Areas:

- Continue with MAC

pride through class projects, performances, and daily interactions.

- Diverse cultural perspectives are naturally embedded in teaching and learning across the curriculum.
- Pasifika students and whānau feel strongly connected and represented within the school community.
- Environmental values reflected in cultural celebrations and events.

2.4 Measurement of Success:

- **Identification:** progress is made towards identifying an appropriate iwi, through collaboration with MAC, the MoE, and available local resources.
- **Initial Engagement:** At least one formal meeting or hui is held with iwi representatives to begin establishing a relationship.
- **Planning Steps:** A roadmap for iwi partnership and curriculum integration is co-designed by Term 4, 2026 with input from tangata whenua, MAC, and the school.
- **What We Expect to See:**
 - Clear documentation of efforts to identify the correct iwi, including challenges encountered and how they were addressed.
 - Feedback from MAC and MoE indicates progress in establishing initial connections with tangata whenua.
 - Increased staff understanding of local iwi structures and protocols through professional development sessions.

The key measurement is that a relationship has been formed with a local iwi - ongoing mahi from 2024. Still in progress for 2026. .

Pohutukawa Team - Year 1-3

Actions:

Evidence of Success: MoY/EoY

Annual Target Two:

Team Actions:

2.1 - Teacher focus on developing effective pedagogy to support Māori learning & achievement, reflection, and tracking of students (specifically Māori students) learning in Maths.

2.1

2.2
2.3

2.2 - Continue our journey in rerenga kōrero across our rōpu by ensuring everyday routines are based on te ao Māori and tikanga Māori.

- Using our Barefooted time to deepen our understanding of te ao Māori and tikanga Māori.

2.3 - Collaborative planning well in advance of language weeks/cultural events, like Pasifika Day.

Team Leader Actions:

2.1 - Number fluency assessment is happening across Phase 1 and informing teaching.

2:1 -

- Number fluency continues to be developed to suit our ākonga students.
- Track our Māori students across Phase 1 to ensure progress is being made (collaborate with Carey).

2:2

2:3 -

2.2 - Collaborate with Carey in strengthening teachers' efficacy in te reo Māori through programming and planning to achieve Level 4 funding for every classroom.

2.3 - Scheduling time during team meetings to collaborate, share, and discuss resources/ways of celebrating language weeks and cultural events.

- Providing an overview for teachers to refer to throughout the year, of the dates for each language week.

Totara Team - Years 4-6

Actions:

Evidence of Success: MoY/EoY

Team Actions:

2.1- Teachers to continue to use a range of culturally responsive pedagogies.

2:1 -

Student progress to be regularly tracked to promote success, alongside ongoing teacher reflection and adjustments to practice with student achievement and wellbeing in mind.

2:2

2.2 - . Teachers to continue to confidently incorporate Te Reo, Te Ao and Tikanga Māori across all curriculum areas.

2:3 -

2.3 - Incorporate students' backgrounds, knowledge, culture and identity into their learning.

Regular communication with parents to provide opportunities for them to be actively involved in their child's education.

Team Leader Actions:

2.1 - Regular classroom walk-throughs focused on teacher practice, alongside ongoing review of student achievement data in reading, writing and maths during team meetings.

2:1 -

2:2 -

2.2 - Teachers are planning for ways to involve whānau in learning and monitoring engagement through classroom programs.

2:3 -

- Teacher are working with whānau to build a strong home school partnership.

3.2

- Teachers are ensuring that students are being able to utilise Mitey across the curriculum through a variety of opportunities.

Support Teachers and Improvement Teams

Actions:

Evidence of Success:

LST

2.1 - Support teachers to use culturally responsive literacy practices and texts that reflect ākonga identities, languages, and experiences.

2.1 -

2.2 - Promote literacy approaches that honour Te Tiriti o Waitangi and Māori learners' success as Māori.

2.2 -.

2.3 -Partner with whānau by sharing clear information about literacy progress and practical ways to support learning at home.

2.3 -

MST

2.1 -Support teachers to deliver culturally responsive mathematics practices using DMIC, strengthening and upholding the mana of all students.

2.1 -

2.2 -. Enhance maths teaching by including cultural contexts, real-world examples, and mātauranga Māori across all year levels. DMIC mentors to provide support with this.

2.2 -.

2.3 - Continue to strengthen partnerships between whānau and the school to support student learning.

2.3 -

KMPST

2.1 -
Cultural leaders chosen in T1 as a foundation for the rōpū/group -schedule in calendar meetings with the rōpū

2.1 -

2.2 -.

2.2 - 1x termly whole school haka pōwhiri practice if possible to build confidence and capability

2.3 - re-visit Tapasa PLD for Pasifika focussed PLD for staff.

2.4 - Survey staff to identify their needs in implementing mātauranga Māori within their classrooms and teams, in order to inform targeted professional learning and support.

2.5 Whānau hui & Fono hui to strengthen relationships and hear whānau/Aiga voice.

2.6 Support Cultural Day celebrations with community team.

2.7 Junior & Senior Kapa Haka starting weekly in Term 1.

2.8 Pasifika group starting in Term 1.

2.3 -

Curriculum Team

2.1 - Collaborate with KMPST to ensure our Inquiry learning meets the needs of our Māori and Pasifika students.

2.1 -

2.2 - Embedded Te Ao, Tikanga and te reo Māori into our whole-school Inquiry planning - Ngā Pūngao o te Ao.

2.2 -.

2.3 - Carefully constructed 2026 overarching Inquiry theme, so that there would be multiple opportunities for students to explore and share their cultural backgrounds and identity.

2.3 -

Digital Team

2.3

- Access and provide resources that incorporate other languages to recognise, support and celebrate the diverse range of cultures within the kura.

2.3 -

Community Team

2.3 - Collaborate with the Curriculum Team, KMPST, FOTS and

2.3 -

<p>Student Leaders to provide opportunities for learning celebrations and events that meet the diversity of the BHPS community.</p>	
<p>SENCO 2 - Continue to support teachers and teacher aides across the school with students requiring additional support</p>	<p>2.1 - 2.2 -. 2.3 -</p>

Strategic Goal 3:	A cohesive school and community partnership that fosters a strong sense of connection, pride and belonging	
Annual Target - Goal 3:	We will enhance authentic partnerships through local curriculum development that reflects our Beach Haven context, expanded environmental learning initiatives, including mara kai development, and strengthened pathways for whānau engagement in learning. Digital technology will be approached with balance, emphasising online safety and critical thinking alongside skill development.	
Government Priority:	1, 3, 4, 6	
Links to Educational Requirements:	<p>Education and Training Act https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS170676.html Schools Planning and Reporting https://www.education.govt.nz/school/schools-planning-and-reporting/ One Hour a day https://newzealandcurriculum.tahurangi.education.govt.nz/5637194830.p?activeTab=tab:5 Te Mātaiaho and the Common Practice Model https://curriculumrefresh.education.govt.nz/te-mataiaho Kahikitia https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/ Action Plan For Pacific Education https://www.education.govt.nz/our-work/overall-strategies-and-policies/action-plan-for-pacific-education/ Attendance and Engagement Strategy https://www.education.govt.nz/our-work/overall-strategies-and-policies/attendance-and-engagement-strategy/</p>	
Strategic Outcomes:	Measurement - what we expect to see:	

3.1 Welcoming Environment and Whānau Engagement

- **2026 Outcome:**

Develop a curriculum that authentically reflects local context, history, and mana whenua connections where appropriate and where it relates to changes in the NZC. Environmental learning expanded through mara kai development, investigation into a sensory garden, and environmental projects. Students will develop strong connections to place through learning about local contexts.

Key Focus Areas:

- Mara Kai (garden to table) Expansion: Broaden the mara to surrounding school areas with focus on growing kai, collective mahi, and addressing food insecurity. Include a "garden to table" approach with weekly/monthly sessions, and sharing surplus kai with whānau who need support.
- Sensory Garden: Investigate creating a sensory garden to support student wellbeing, providing calming space and sensory learning opportunities.
- Continue to work with PEST free Kaipatiki

3.2 Growth Opportunities for Students and Staff

- **2026 Outcome:**

Implement community consultation feedback on digital technology use, prioritizing balanced, purposeful use that enhances learning without replacing traditional skills. Online safety and critical thinking will be primary focus areas. Students will develop digital literacy and future-focused skills (AI awareness) while maintaining strong foundational skills in writing, reading, and hands-on learning.

- **Key Focus Areas:**

Online Safety - continue to implement linewise.

3.1 Measurement of Success:

- Student involvement in growing, harvesting, and distributing kai,
- Environmental projects across the school including plan for a sensory garden
- Barefoot programme - becomes self sufficient
- Evidence through learning programmes re local histories

What We Expect to See:

- Students involved Mara Kai in growing, harvesting, and distributing kai,
- Environmental projects across the school including plan for a sensory garden
- Barefoot programme - teachers are confident to implement
- Learning programmes reflect local contexts where appropriate

3.2 Measurement of Success:

- Students receive age appropriate online safety education by teachers and this is reflected in the Linewise data
- Balanced use is evident in teacher planning and delivery
- Students are taught future focussed skills and are able to access the online assessment functions in an efficient way
- All students are able to access technology to enhance learning

What We Expect to See:

- Students are able to confidently use technology across the curriculum to enhance learning outcomes
- Classroom delivery balances use of tech with non tech learning
- Clear communication around digital learning approaches with whānau

Outline what a Balanced Approach looks like at BHPS EG: Technology used minimally and purposefully to supplement, not replace, traditional learning, balance between digital and physical writing, reading, and hands-on activities.

- Determine which Future-Focused Skills are key and align to new curriculum, including essential skills
- AI Education - finalise our AI policy and procedures
- Transparency and Communication with whānau re digital use
- Equity: Ensure students without home technology access develop essential digital skills at school - determine .

3.3 Community Feedback and Collaboration

- **2026 Outcome:**

Implement new reporting requirements so whānau receive clear Progress Descriptors, visual progress over time, a brief narrative, and agreed next steps.

Align twice-yearly whānau reporting (meetings and digital reports) with the assessment windows of BHPS chosen tools.

- **Key Focus Areas:**

New reporting and assessment requirements.

3.3 Measurement of Success:

- **Feedback Channels:**

Whanau feedback from surveys show at least 85% understand their child's report.

- **Response to Feedback:**

Adapt reporting, where appropriate, from feedback.

- **What We Expect to See:**

A clearer and responsive reporting to parents process that aligns with new assessment requirements.

Annual Goal Three - Team Implementation Plan

Pohutukawa Team - Year 1-3

Actions:

Evidence of Success: MoY/EoY

Annual Target Three:

Team Actions:

3.1 - Collaborate with Harry and Rachel to support teachers to lead lessons in the ngahere/māra regularly.

3.1

3.2 - Teachers to ensure all screen use is appropriate and purposeful for learning.

3.2

3.3 - Unpacking the new Progress Descriptors and what they mean as an entire staff and in team meetings to ensure consistency and understanding of each descriptor.

3.3

Team Leader Actions:

3.1 - Allocate time to plan for learning in the ngahere that supports teachers to take on increasing responsibility in the ngahere to develop their own teaching practice and opportunities for authentic te ao Māori and tikanga Māori experiences.

3.1

3.2 - Working with the Year 3 teachers to ensure digital use is purposeful.

3.2

3.3 - Increased moderation time and kōrero between

3.3

teachers to ensure consistency in achievement expectations and how these are communicated with whānau.

Totara Team - Years 4-6

Actions:

Evidence of Success: MoY/EoY

Team Actions:

3.1- Teachers to continue to engage with parents through reporting, formal/informal conversations and Hero posts. Invite parents to share their cultural expertise.

3:1 -

3:2 -

3:3 -

3.2 - Use Pulse check-ins to support ākongā hauora. Utilise the MITEY website to deliver a range of lessons to support students' needs.

3.3 - Regularly reflect and respond to feedback provided by parents during Community Consultation evenings, Parent Teacher Interviews and formal/informal conversations.

Team Leader Actions:

3.1 - Team leaders to lead at least one check-in each term to review teachers' communication with whānau (reporting, conversations, and Hero posts) and provide feedback and support. Plan ways to invite and involve whānau in sharing their cultural expertise.

3:1 -

3:2 -

3.2 - Monitor teachers' planning to ensure Pulse is being used weekly in classrooms.

3:3 - .

3.3 - Unpack feedback during Team Meetings.

Support Teachers and Improvement Teams

Actions:

Evidence of Success: MoY/EoY

LST

3.1 - Lead and facilitate literacy-focused professional learning and collaborative planning across year levels.

3.1

3.2 - Engage in coaching and reflective conversations to build collective teacher capability in literacy.

3.2

3.3

3.3 - Use evidence (data, observations, and teacher feedback) to inform ongoing school-wide literacy improvement.

MST

3.1 - Build on existing collaborative planning across year levels to continue strengthening teaching and learning.

3.1

3.2 - Support teachers with reflective discussions to strengthen their maths practices.

3.2 -

3.3

3.3 - Use data, observations, and teacher feedback to inform ongoing school-wide mathematics growth.

KMPST

3.1 -Whānau hui scheduled towards end of T1 to seek ideas, hopes for 2026

3.1 -

3.2 - Fono evening to be scheduled for end of T1.

3.2 -

3.2 - Potential Fiafia celebration/Pasifika Day

3.3

3.3 - MAC partnership - te reo Māori progressions, building Mana whenua relationship.

3.4 Continued use of Rerenga Kōrero to support paepae and language development.

Curriculum Team

3.1 / 3.3 - Building on the high level of engagement from whānau feedback, we will continue that dialogue to ensure the feedback we give to the MOE at end of Term 1 includes whānau voice.

3.2 - Teachers are given support for how to ingerate across the curriculum and collaboratively plan. Resources and curriculum links have been shared.
- Curriculum Team will be looking at supporting and creating resources to better deliver the curriculum across our kura.

Digital Team

3.1
- Develop the website to incorporate more te reo and other pasifika languages,
3.2
- Provide regular professional development to new staff and when new technologies are introduced.
3.3
- Continue to seek feedback on the use of technology through school consultation hui's.

Community Team

3.1- We will foster a culture of belonging and partnership by strengthening communication, increasing visibility of learning, and creating inclusive opportunities for meaningful whānau engagement - supporting events like Matariki and hui/fono opportunities.

3.1

3.2

3.3

3.1

3.2

3.3

3.1

SENCO

3 - Support transitions into, out of and across the school, and whanau communications by working closely with agencies, parents and teachers

3